

McGill University
Department of Linguistics

**Graduate Student Policies and
Regulations**

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1. PhD program

1.1 PhD requirements and timeline¹

The official up-to-date requirements of the PhD program are posted on McGill's website under Programs, Courses and University Regulations (<http://www.mcgill.ca/study/2012-2013/faculties/arts>).

There are two streams in the program (Theoretical and Experimental). In the following, we outline the requirements of each stream on a year-by-year basis.

A. THEORY STREAM

A.1. Required courses

LING 631	Phonology 3	Year 1
LING 660	Semantics 3*	Year 1
LING 671	Syntax 3	Year 1
LING 635	Phonology 4	Year 1
LING 665	Semantics 4	Year 1
LING 675	Syntax 4	Year 1

LING 619	Experimental Linguistics: Foundations	(Normally) Year 2
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*Note: LING 660 (Semantics 3) has PHIL 210 (Introduction to Deductive Logic) as a prerequisite. Students with insufficient background in logic must take this course simultaneous with LING 660.

¹ Students with a BA or MA which is not in Linguistics enter PhD1; students with an MA in Linguistics enter PhD2. In this document, 'Year n' refers to the nth academic year a PhD student has been enrolled in the

A.2 Complementary courses (normally taken in Year 2)

A.2.1. One course (3 credits) from the following list:

LING 520	Sociolinguistics 2	LING 650	Testing Theories in the Laboratory
LING 521	Dialectology	LING 651	Topics in Acquisition of Phonology
LING 530	Acoustic Phonetics	LING 655	Theory of L2 Acquisition
LING 555	Language Acquisition 2	LING 751	Advanced Seminar: Experimental 1
LING 590	Language Acquisition and Breakdown	LING 752	Advanced Seminar: Experimental 2
LING 620	Experimental Linguistics: Methods		

A.2.2. Two additional courses (6 credits) at the 500, 600, or 700 level, at least one course in the student's intended research area. (Students intending to specialize in semantics must take LING 661: Advanced Formal Methods.)

B. EXPERIMENTAL STREAM**B.1 Required courses**

LING 631	Phonology 3	Year 1
LING 660	Semantics 3*	Year 1
LING 671	Syntax 3	Year 1
LING 619	Experimental Linguistics: Foundations	(Normally) Year 1

Two of the following courses:

LING 530	Acoustic Phonetics	Year 1
LING 635	Phonology 4	Year 1
LING 665	Semantics 4	Year 1
LING 675	Syntax 4	Year 1

Plus:

LING 620	Experimental Linguistics: Methods	(Normally) Year 2
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B.2. Complementary courses (normally taken in Year 2)

B.2.1 One course (3 credits) from the following list:

LING 520	Sociolinguistics 2	LING 650	Testing Theories in the Laboratory
LING 521	Dialectology	LING 651	Topics in Acquisition of Phonology
LING 530	Acoustic Phonetics	LING 655	Theory of L2 Acquisition
LING 555	Language Acquisition 2	LING 751	Advanced Seminar: Experimental 1
LING 590	Language Acquisition and Breakdown	LING 752	Advanced Seminar: Experimental 2

B.2.2. Two additional courses (6 credits) at the 500, 600, or 700 level, at least one course in the student's intended research area. (Students intending to specialize in semantics must take LING 661: Advanced Formal Methods.)

PhD Evaluations (Years 2 and 3) (Both Streams)

LING 601	Graduate Research Seminar 1	Year 2 (Fall)
LING 602	Graduate Research Seminar 2	Year 2 (Winter)
LING 706	PhD Evaluation 1	Year 2 (Winter)
LING 707	PhD Evaluation 2	Year 3 (Fall)

The PhD Evaluation consists of two parts — Evaluation 1 (LING 706) and Evaluation 2 (LING 707) — each focusing on a different sub-field, chosen from the following areas: phonetics, phonology, morphology, syntax, semantics, acquisition, computational linguistics, dialectology, neurolinguistics, processing, sociolinguistics. For each Evaluation, candidates will prepare a paper, which presents original research, suitable for presentation at a conference and/or for publication.² Successful completion of Evaluations 1 and 2 is a prerequisite to further supervised research for the doctoral dissertation. The requirement that each Evaluation paper focus on a different sub-field is motivated by the need to give students sufficient breadth in their education. If there are concerns about whether the topic of Evaluation paper 1 overlaps too much with the topic of Evaluation 2, the issue should be addressed with the student's supervisor.

² See section 1.2 *Evaluation guidelines* for details.

Timeline and deadlines

Year 1	May 15:	Constitution of committee for Evaluation 1
Year 2	April 15:	Submission of Evaluation 1
	May 15:	Constitution of committee for Evaluation 2
Year 3	Dec 15	Submission of Evaluation 2
	Two months after completion of Evaluation 2	Constitution of dissertation committee
	Five months after completion of Evaluation 2	Submission of dissertation proposal
Year 4	Thesis research and writing	
Year 5	Thesis research and writing (The final draft of dissertations to be officially deposited by the end of August should be finished by the end of April.)	

Failure to meet an Evaluation paper submission deadline may result in a failure for the Evaluation.

We strongly encourage candidates to complete the PhD within 4 or 5 years. Absolute deadline: PhD theses must be deposited no later than the end of PhD7.^{3,4}

Language Acquisition Program (LAP) option

PhD students in the interdisciplinary PhD Language Acquisition Program option must meet the above requirements (and some additional ones). For information, see <http://ego.psych.mcgill.ca/lap.html> and McGill's website for Programs, Courses and University Regulations (<http://www.mcgill.ca/study/2012-2013/faculties/arts>).

1.2 Evaluation guidelines

1.2.1 The Evaluation paper

An Evaluation paper is intended to be a product of independent research and analysis. It deals with a topic of significant scholarly interest as determined by the standards in the subdiscipline. It develops an analysis of this topic that centers upon a plausible hypothesis and offers substantial evidence for this hypothesis. It defends the proposed analysis against other potential or already existing ones on conceptual and/or empirical grounds. Of course, while these skills also figure in the writing of term papers, the emphasis here is on the depth and breadth of scholarship and strength of argument and evidence. Thus, for

³ Barring exceptional circumstances, McGill University does not allow for students to be registered beyond PhD7.

⁴ See also section 5 *Policy for funding of graduate students*.

example, an Evaluation paper will be deemed unacceptable if it consists of an analysis already proposed in the literature, even if it has arrived at this analysis independently, or if it does not demonstrate sufficient facility with the range of evidence normally employed in the treatment of some linguistic phenomenon, or if it deals solely with collection and organization of data. The paper should be suitable for publication, allowing for normal revisions.

Length and format

The length of an Evaluation paper should be similar to that of a typical journal article in the relevant subdiscipline. Length is therefore expected to vary in accordance with the subject matter. A useful guideline is an upper limit of 10,000 words, excluding references and appendices. The font size must not be smaller than 12 point. The paper should be double-spaced, with one-inch margins, and include a list of the references cited in the text. An abstract should be included.

Content of the paper

Knowledge of the literature:

In general, the student must show knowledge of the relevant theory and data. In particular, he or she must demonstrate knowledge of past and present work, empirical and theoretical, pertaining to the topic of the paper. All theoretical claims made in the Evaluation paper must be accurate and up-to-date.

Argumentation:

The essence of empirical theoretical studies is to investigate the truth or falsity of hypotheses with respect to a range of data, formulated in terms of a pertinent theory. Hence, the paper must delineate the hypothesis, theoretical assumptions, and empirical facts. Each of these aspects of the paper must be clearly and accurately presented. More specifically, the theory underlying the assumptions and guiding the hypothesis should be current and accurate. The data should be well organized. It is also important to make the link between the theory and hypothesis, on the one hand, and the data, on the other. Specifically, it must be shown how the data support the hypothesis.

Evidence:

Linguistics is an empirical discipline. The student must therefore demonstrate an ability to marshal data relevant to his or her analysis, ensuring both the (reasonable) accuracy of these data (the appropriate means for doing so varying from paper to paper, and thus best determined in consultation with the student's committee), and a close relationship between the data and associated theoretical statements. This does not exclude the possibility that the primary focus of a paper might be the elaboration of theory.

Contribution of the student:

The paper must make an original contribution. This may be done in a variety of ways, including the presentation of new data and an appropriate analysis of these data, or a

proposed modification of current theory with the evidence and arguments that justify the modification. The student must explicitly indicate what (s)he considers to be original and be prepared to defend the claim to originality at the defense.

Intelligibility of the paper:

Since the paper is part of an examination process, it must be intelligible to all members of the Evaluation committee. In addition, because the paper is expected to be of publishable quality, it must be written so that it is readily intelligible to potential peer reviewers.

Organization and style of presentation:

The paper must be neat, readable, and well-organized. Formatting requirements of articles in the relevant professional journals should be adopted. Students should follow a recognized style sheet in preparing their paper.

1.2.2 The Evaluation process

There are three stages in the successful completion of an Evaluation paper: (a) selection and approval of a topic; (b) research and writing of the Evaluation paper; (c) the committee's approval of the paper.

Selection and approval of topic

After the committee is formed (see below), the committee must meet with the student and establish a timeline for the submission of a topic. The topic must be developed in a timely manner. Evaluation research cannot proceed until the topic has been approved.⁵ Committee members indicate their approval of the topic by signing a proposal submitted by the student. This proposal must be filed with the Graduate Program Director and becomes part of the student's official record.

Research and writing of the Evaluation paper

The Evaluation committee must provide active supervision. The student is therefore expected to consult with members of the committee during the research and writing of the paper. All members of the committee are expected to read and comment on drafts of the paper. Students must allow for a reasonable period of time to receive comments on a draft before the deadline for submitting the final version of the paper. The final version must be submitted to the committee by the established deadline (see section 1.1).

Defense of the Evaluation paper

No later than two weeks after the submission of the Evaluation paper, the committee must meet formally with the student to decide on the acceptability of the paper. The student will

⁵ All research involving human subjects also requires prior approval by McGill's Research Ethics Board. See Appendix B *Guidelines for ethical conduct of research in Linguistics*.

be expected to answer questions about the content of the paper (i.e. at a closed defense). The committee may decide:

- (a) To pass the paper.
- (b) To award the paper a conditional pass, specifying the revisions that have to be made. In this case, the supervisor is responsible for overseeing the revisions. Students will be given up to 4 weeks after the date of the defense to complete and submit these revisions.
- (c) To fail the paper.

If the paper is failed, the student is judged to have failed the Evaluation.

The chair of the Evaluation committee will write a letter to the student (with a copy to the Graduate Program Director and Student Affairs Coordinator), recording the outcome of the Evaluation process. The letter will evaluate the quality of the paper and the oral defense and will make suggestions for future research. This letter becomes part of the student's official record.

Public presentation

After an Evaluation paper has been passed by the Evaluation committee, the Graduate Program Director arranges for the presentation of the paper to the Department. After the presentation, a passing grade for the Evaluation will be recorded on the student's transcript.

Consequences of missing a deadline

A student who misses an Evaluation paper submission deadline may petition the Department (in a letter to the Graduate Program Director) to be given additional time to complete the paper. If permission is granted, the Department will set a new deadline. Failure to petition before the deadline or denial of petition results in a failure for the Evaluation.

Consequences of failure

A student who fails an Evaluation may petition the Department (in a letter to the Graduate Program Director) to be given another opportunity to complete it. If permission is denied, the student must withdraw from the PhD program. If permission is granted, the student has four months to submit a new or substantially revised Evaluation paper.

A student is permitted no more than one failure in the two Evaluation processes. (In other words, there can be only one petition to the Department to resubmit. If a student fails Evaluation 1 and passes it after a resubmission and then fails Evaluation 2, a second resubmission will not be permitted.)

1.3 Academic advising and supervision

Stage 1: Designated academic adviser

On arrival, each PhD student is assigned to a designated academic adviser (first year adviser). Assignments will be determined weighing areas of expertise, workload and other factors such as sabbatical schedules. There is no commitment on the part of the student or the adviser for this relationship to continue into or beyond the PhD Evaluation stage.

The designated adviser is responsible for:

- Guiding the student through the fellowship applications process (where applicable). This includes reading students' proposals with sufficient lead-time to make comments for revision before submission deadlines.
- Being accessible to the student for a reasonable amount of time to discuss issues related to academic progress (i.e, outside of those purely administrative areas which fall under the mantle of the Graduate Program Director).

The designated adviser should also remind PhD students in the second term of Year 1 about the need to find a topic for their first Evaluation.

Stage 2: Evaluation committees

An Evaluation committee shall consist of two or three members. Each committee must contain two specialists. (Where there is only one person working in a particular specialization, the second specialist should be someone with sufficient working knowledge of some aspect of the proposed research to be able to assist in the direction of the content.) One of the specialists may function as the designated supervisor, or two specialists may function as co-supervisors. The department encourages co-supervision. One of the committee members, normally the supervisor or one of the co-supervisors, shall function as the chair. (In exceptional circumstances, one faculty member from outside the Department of Linguistics may serve as a committee member, to be determined on a case-by-case basis.)

The students must consult with the Graduate Program Director to constitute Evaluation committees by the established deadlines (see section 1.1). Prospective committee members must be consulted and must agree to serve. In order to determine the most appropriate committee membership, students are strongly encouraged to draft a brief preliminary proposal and to discuss it with potential supervisors/committee members.

Once the committee has been established, students must fill out the Evaluation Paper Committee Form (available under Forms at <http://www.mcgill.ca/linguistics/graduate>). Changes to committees must be approved by the Graduate Program Director.⁶

⁶ See also section 4 *Disagreement resolution procedures*.

The Evaluation committee must approve the research topic.^{7,8} The committee provides active supervision during the research and writing process. The student and committee members must therefore meet regularly. All members of the committee are expected to read and comment on drafts of the paper. The role of the specialists is to evaluate the integrity of the paper with respect to the content of the proposal and the accepted standards in the field. The committee must also ensure that the student can present the issues to a non-specialist linguistic audience and understand the broader implications of the work. However, it is not required that these latter goals be met in the written version.

The student and the committee must meet occasionally to evaluate the student's progress and to resolve any differences of opinion between the student and the committee, should they arise. It is the responsibility of the designated supervisor to ensure that any concerns of the committee are considered and addressed by the student in the final version.

The committee must meet formally to decide on the acceptability of the written version of the paper. (See section 1.2 *Evaluation guidelines*.)

At each stage of deliberation, the decision of the committee is by consensus. If the committee is unable to reach a consensus, the Graduate Program Director or the Chair will be invited to intervene and make a decision in the best interests of the student and the Department.

There is no commitment on the part of the student or members of either committee for their relationship to continue beyond the Evaluation stage.

Stage 3: Dissertation committee

A dissertation committee shall consist of at least three members, including at least two specialists. (In the case where there is only one person working in a particular specialization, the second specialist should be someone with sufficient working knowledge of some aspect of the proposed research to be able to assist in the direction of the content.) One of the specialists functions as the designated supervisor or two specialists function as co-supervisors. As with the evaluation papers, the department encourages co-supervision of theses. Faculty members from outside the Department of Linguistics may serve as committee members; normally, there will not be more than one 'outsider' on any committee. One of the committee members, normally the supervisor or one of the co-supervisors, shall function as the chair.

The dissertation committee is constituted by the student in consultation with the Graduate Program Director. Prospective committee members must be consulted by the student and must agree to serve. Committee members from outside the Department of Linguistics must be approved by the Department. In order to determine the most appropriate committee

⁷ See section 1.2 *Evaluation guidelines*.

⁸ Also see note 5.

membership, students are strongly encouraged to draft a brief preliminary proposal and to discuss it with potential supervisors/committee members. Once the committee has been established, students must fill out the Doctoral Thesis Committee Form (available under Forms at <http://www.mcgill.ca/linguistics/graduate>).

Before thesis research can proceed, the student must submit a thesis proposal by the established deadline (see section 1.1) and the dissertation committee must approve it.⁹ Committee members indicate their approval of the topic by signing the proposal. The proposal must then be filed with the Graduate Program Director and becomes part of the student's official record.

The committee provides active supervision during the research and writing phases. The student must therefore consult regularly with all members. All members of the committee are expected to read and comment on drafts of the dissertation. The role of the specialists is to evaluate the integrity of the dissertation with respect to the content of the proposal and the accepted standards in the field.

The committee must meet occasionally to evaluate the student's progress and to try to resolve any differences of opinion. It is the responsibility of the designated supervisor to ensure that any concerns of the committee are considered and addressed by the student.

Before the thesis is officially deposited, the committee must meet with the student to approve the final draft. The committee must meet within one month of receiving the final draft from the student. At this meeting, the student will be expected to defend the thesis. If the committee does not approve the draft, within two weeks of the meeting it must specify in writing what changes are required before submission.

(Students hoping to officially deposit the thesis before the end of August should be prepared to submit the final draft to their committee by the end of April, in order to allow enough time for the committee to meet and for any revisions to be made.) At each stage of deliberation, the decision of the committee is by consensus. If the committee is unable to reach a consensus, the Graduate Program Director or the Chair will be invited to intervene and make a decision in the best interests of the student and the Department.

Comments on students' work

Supervisors and committee members must provide students with comments on their work in a timely manner. In the case of Evaluation or thesis proposals, students may ordinarily expect feedback within 1-2 weeks of submission. In the case of Evaluation papers or thesis chapters, comments should normally be provided within 2-3 weeks of submission.

⁹ Also see note 5.

2. MA Program

2.1 MA requirements and timeline

The MA is a non-thesis degree which requires three terms of course work, consisting of 8 approved 3-credit courses at the 500, 600 or 700 level, plus two MA research seminars (6 credits) and a research paper/project (15 credits). (Total = 45 credits; minimum load is 12 credits per term for the first 3 terms.) The official up-to-date requirements of the MA program are posted on McGill's website under Programs, Courses and University Regulations (<http://www.mcgill.ca/study/2012-2013/faculties/arts>). In the following, we outline the requirements on a year-by-year basis.

Required courses (normally to be taken in MA1)

(First year MA and PhD students take required courses together.)

First term (Fall)	Second term (Winter)
LING 631 Phonology 3	One of the following courses:
LING 660 Semantics 3*	LING 530 Acoustic Phonetics
LING 671 Syntax 3	LING 635 Phonology 4
1 other graduate level course (3 credits)	LING 665 Semantics 4
	LING 675 Syntax 4
	LING 619 Experimental Linguistics
	3 other courses (9 credits)

Note: LING 660 (Semantics 3) has PHIL 210 (Introduction to Deductive Logic) as a prerequisite. Students who enter the program without sufficient background in logic must take this course simultaneous with LING 660.

Courses to be taken in MA2 (normally in the Fall)

Such other courses as are deemed relevant to the student's area of research. These courses will be decided upon in consultation with the student's advisor and the Graduate Program Director.

Students are encouraged to take one at least one of the following courses in MA1 or MA2:

LING 520	Sociolinguistics 2	LING 650	Testing Theories in the Laboratory
LING 521	Dialectology	LING 651	Topics in Acquisition of Phonology
LING 530	Acoustic Phonetics	LING 655	Theory of L2 Acquisition
LING 555	Language Acquisition 2	LING 751	Advanced Seminar: Experimental 1
LING 590	Language Acquisition and Breakdown	LING 752	Advanced Seminar: Experimental 2
LING 620	Experimental Linguistics: Methods		

Courses related to MA Paper/Project research

LING 601	Graduate Research Seminar	MA 2
LING 602	Graduate Research Seminar	MA 2
LING 607	MA Research Paper/Project	MA 2

Timeline and deadlines

Year 1	Coursework	
	May 15	Deadline for selection of supervisor and topic for MA project
Year 2	Fall	Coursework
		MA Research Seminar 1
		Project research
	Winter	MA Research Seminar 2
		Project Research and Writing

We strongly encourage candidates to complete the MA within 20 months.

2.2 The MA Research Paper/Project

For the MA Research Paper, students conduct independent research supervised by a member of the Department of Linguistics. Students are encouraged to consult with a potential supervisor well before the end of MA1. Once the supervisory arrangements have been established, students must fill out the MA Project Form (available under Forms at <http://www.mcgill.ca/linguistics/graduate>).

2.3 Academic advising and supervision of MA students

On arrival, each MA student is assigned to a designated academic adviser (first year advisor). Assignments will be determined weighing areas of expertise, workload and other factors such as sabbatical schedules. There is no commitment on the part of the student or the adviser for this relationship to continue into the MA Research Paper stage.

The designated adviser is responsible for:

- Guiding the student through the fellowship applications process (where applicable). This includes reading students' proposals with sufficient lead-time to make comments for revision before submission deadlines.
- Being accessible to the student for a reasonable amount of time to discuss issues related to academic progress (i.e, outside of those purely administrative areas which fall under the mantle of the Graduate Program Director).

3. Annual Student Progress Tracking

In accordance with McGill University regulations, the department follows a procedure of annual student progress tracking.

During the student assessment meeting, usually held in May, the Department first assesses graduate students' performance during the preceding year, using criteria pertaining to course work and other degree requirements, research, conferences and publications, as well as departmental involvement (see Appendix A.1). In assessing each student's academic progress, the Department completes a form. Students are also invited to assess themselves, using the same form. The form is shown in Appendix A.2.

Subsequent to the Department's assessment meeting, each student meets with the Graduate Program Director and at least one other faculty member, including the student's supervisor.¹⁰ During the meeting, the Department's assessment of the student's progress will be discussed. In addition, the student, in consultation with the supervisor and the Graduate Program Director, decides on plans and objectives for the upcoming year.

For further information on annual student progress tracking, see <http://www.mcgill.ca/gps/policies/tracking/>.

¹⁰ For students at the pre-Evaluation stage, the supervisor for the purposes of this meeting is the academic advisor assigned to them upon entering the program; for students at the Evaluation stage, the supervisor is the supervisor of the Evaluation paper that the student has been working on during the time period that is being assessed; for students at the thesis stage, the supervisor is the supervisor of the doctoral thesis. In cases of co-supervision, both supervisors should be at the meeting.

4. Disagreement Resolution Procedures

These procedures are intended to aid in the resolution of conflicts between graduate students and their supervisors (or supervisory committees). Students should always attempt to resolve such conflicts within the department before seeking outside assistance. Confidentiality will be ensured to the greatest extent possible.

If you find yourself in a conflict with your supervisor or supervisory committee, you should follow these steps, in this order. (In the event that you feel unable to discuss the issue with your supervisor or committee, go directly to step 3. If your supervisor is also the Graduate Program Director or Department Chair and you cannot resolve the problem with him/her, then you should skip the corresponding step.)

A departmental student ombudsperson will be appointed each year by the Linguistics graduate students, to assist, if necessary, in the process.

1. Informal discussions with your supervisor. Discuss the matter with the supervisor — he/she may be unaware of the problem and will usually be happy to help find a satisfactory solution.
2. Informal discussions with the supervisory committee.
3. Discussion with the Graduate Program Director.
4. Discussion with the Department Chair. The chair should attempt to resolve the conflict, either by providing mediation or making alternative arrangements for the continued supervision of the student if the student is otherwise performing satisfactorily in the program. In the event that the solution involves a change of supervisor or supervisory committee membership, extension of deadlines, changes in topic, etc., will be considered on a case-by-case basis.
5. Informal meeting with the Associate Dean (Graduate and Postdoctoral Studies) or the University Ombudsperson. Under these circumstances, an informal meeting outside the department is often all that is required for both sides to reach an agreement. If further steps are warranted, the Associate Dean or Ombudsperson will then advise you to that effect.

5. Policy for funding of graduate students

Rationale

The Department feels strongly that, whenever possible, all graduate students should receive funding to allow them to concentrate on their courses and research. In order to achieve this goal, it is imperative that we distribute available funds as equitably as possible. To this end, we will use funds at the disposal of the department to **supplement** the funds that students are able to obtain through other sources.

Policy

As long as financial resources permit, all **full-time** students in good standing will be funded as follows: MA students for 20 months (from September of MA1 through April of MA2); PhD students for five years (PhD1 through PhD5 or PhD2 through PhD6).^{11,12} Qualifying year (QY) students are not eligible for funding. Amounts awarded are based on standards set by SSHRC.

PhDs (minimum, per year)¹³

\$20,000, in addition to tuition and fees. The amount to cover tuition and fees will depend on a student's residency status (Quebec resident, non-Quebec Canadian, International). Rates are available at <http://www.mcgill.ca/student-accounts/tuition-charges/fallwinter-term-tuition-and-fees/graduate-fees>).

*MAAs*¹⁴

\$17,500 for 12 months in MA1; \$11,667 for 8 months in MA2. Tuition and fees for both years are also covered. The amount to cover tuition and fees will depend on a student's residency status (Quebec resident, non-Quebec Canadian, International). Rates are available at <http://www.mcgill.ca/student-accounts/tuition-charges/fallwinter-term-tuition-and-fees/graduate-fees>).

Funding comes from a variety of McGill sources, including:

- Faculty of Arts Fellowships
- Graduate and Postdoctoral Studies Fellowships
- Department of Linguistics Cremona Fellowship
- TAships
- Research stipends ('RAships')

Students are expected to apply for any external fellowships for which they are eligible

¹¹ Determination of funding will normally be made before the beginning of each academic year.

¹² Students who are funded for 20 months in the MA and then go on to the PhD are only eligible for 3 years and 4 months of funding at the PhD level.

¹³ Higher awards may be made on grounds of merit.

¹⁴ PhD students who switch to the MA after two or more years in the PhD will not be funded in the MA.

(SSHRC, FQRSC, Rotary Fellowships, Commonwealth Fellowships, etc.). External funding will count towards the student's total funding package. Students must inform the department **IN WRITING** about any external funding that they have obtained. Failure to apply for external funding (if eligible) or to inform us of any funding obtained can result in deductions to subsequent funding from the department.

As part of their overall funding package, PhD students are expected to TA for four terms, MA students for two.¹⁵ In other words, the money earned as a TA is included in the funding package and students who fail to apply for TAs or who refuse TAs will have their funding reduced accordingly. Students who choose to TA for additional terms will receive their TA salary in addition to their funding package, as will students who are fully funded by external fellowships, or equivalent.¹⁶ All allocations of TAs are subject to the requirements set down by AGSEM (go to <http://agsem.ca/> for further information).

Students who teach linguistics courses during the summer or during term time will receive these salaries in addition to their funding package.

Students who receive research stipends will join research teams associated with professors within the department. Specifically, students may be required to spend some time during the summers working for one or more professors in the department.

¹⁵ In some cases, students will be asked to serve as graders instead. Grading for two courses (60 hours x 2) is equivalent to one TAs (120 hours).

¹⁶ A student who has served as a TA while fully funded on an external fellowship (or equivalent) will still 'owe' the department up to 4 TAs if they require departmental funding once the fellowship has expired. In other words, money earned as a TA after the end of a fellowship will count towards the funding package and students who choose not to TA at that time may have their funding reduced accordingly.

6. Travel funding policy

The Department recognizes that presentations at scholarly conferences form an important aspect of graduate training. Given the financial burden that such travel can cause, we have developed the following policy to provide support for student travel to present papers or posters at conferences. Financial support is always dependent on availability of funding.

Before submitting an abstract, check with your supervisor as to whether the conference is in fact appropriate and whether they are able to fund you. When applying to Arts or CRBLM (see (1)), your supervisor must provide a supporting statement, so please request this from your supervisor at least one week in advance.

Students should apply for funding in the following order:

1. Funds from outside the department

There are two funding sources within the university which students should always try first (if eligible):

a. Arts Graduate Student Travel Awards:

Travel grants to present at conferences, as well as grants for travel to conduct thesis research. Three deadlines each year. See website for details: <http://www.mcgill.ca/arts/awardsgrants>.

b. Centre for Research on Brain, Language and Music (CRBLM):

Travel grants to present at conferences for graduate students who are student members of CRBLM and whose supervisors are members of CRBLM. Four deadlines each year. See website for details: <http://www.crblm.ca/activities>.

c. Funding from conferences:

Some conferences are able to provide limited travel funding for students. If so, you should apply for it. Many conferences also provide crash space accommodation for students.

2. Funds from research grants in the department

Some professors in the department have research grants which can cover (or partially cover) student travel to present at conferences. See our webpage for a list of current grants: <http://www.mcgill.ca/linguistics/research/projects/>.

Supervisors with adequate funding are expected to cover expenses that have not been covered by CRBLM or Arts, provided that they deem the conference appropriate. This may involve topping up of other travel grants, or full or partial funding for students who do not have other funding options.

3. Department travel fund pool (open to graduate and undergraduate students)

A (limited) travel funding pool has been created by funded professors, as well as the

Department. Students whose supervisors do not have funding can apply for these funds. Students whose supervisors cannot provide full funding may apply for partial funding.

There will be 3 application deadlines for the departmental pool:¹⁷

October 15: for conferences in November, December, January, February

February 15: for conferences in March, April, May, June

June 15: for conferences in July, August, September, October

Students must submit their abstract to the GPD, as well as a budget, proof that they have applied to Arts and CRBLM, if eligible, and evidence that they do not have alternative sources of funding. A form is available for this purpose (see Appendix C); alternatively, students can use copies of the forms submitted to Arts/CRBLM.

Students will be informed within a week of the deadlines as to whether or not their application will be funded.

There will be a committee to assess applications, consisting of the GPD and one other faculty member (this person to rotate, if necessary, from competition to competition).

The following (unranked) criteria will be used to determine the eligibility and priority of requests:

- Profile of the conference. (Faculty members will provide a list of conferences in our various subfields that they consider suitable for funding. Once-off workshops will be considered on a case-by-case basis.)
- Quality of abstract.
- Funding will only be awarded for papers which have not been previously presented.
- Preference will be given to students who have not presented at a conference in the current academic year.
- Preference will be given to students who have not made many conference presentations.
- Evidence that students have ‘followed through’ on previous conference presentations, by publishing in the proceedings (if available) or elsewhere.
- In cases of co-authorship, priority will normally be given to the principal author.

Ideally, full funding will be awarded, i.e., sufficient to cover the least expensive airfare and

¹⁷ If you miss a deadline for a valid reason, contact the GPD.

accommodation, as well as conference registration and a per diem. In the event that only partial funding is available, students will be awarded a flat rate amount.

Appendix A: Annual assessment

A.1 Department expectations

Graduate and Postdoctoral Studies requires that each program annually assess the progress of their students. To ensure that the Linguistics Department meets its objectives of fostering an environment where students become well-rounded independent scholars and effective teachers, the department assesses the progress of its graduate students each May (see section 3 Annual Student Progress Tracking). The goal of the Annual Assessment is to provide students with feedback on the extent to which they meet a set of expectations for the stage of the program that they are in. These expectations are outlined below. They are to be interpreted as broad guidelines: the department acknowledges that there is a certain degree of variation, depending on field of study and other factors. As part of the Annual Assessment, students are also encouraged to fill out a self-assessment form that will be compared with the departmental assessment (see Appendix A.2. Self Assessment Form.)

Expectations for Year 1 (MA and PhD):

▪ Course work and research:

- Strong performance in course work. Anything other than A or A- is a cause for concern. Any mark in the B range (B+, B, B-) signals that a student should discuss his or her performance with the course instructor. Note that anything below a B- in a graduate course counts as a fail for graduate students at McGill. A student with more than one grade below B- cannot continue in the program.
- Active participation in class discussions.
- Learning of technical skills appropriate for dealing with theory and data.
- Timely completion of assignments.
- Clear and organized presentation in both written and oral work.
- Demonstration of ability to work independently.
- Evidence that feedback has been sought from instructors and responded to it appropriately and in a timely manner.
- Independent development of research questions and ability to find a paper topic for Evaluation 1 or MA project by May 15.

▪ Conference presentations and publications:

- First year students are not expected to submit abstracts to conferences or publish their work. Students who submit abstracts to conferences or written work for publication should first solicit feedback from a faculty member to ensure that the project is ready for presentation or publication.

▪ Departmental activities:

- Attendance at and optimally participation in department colloquia, bag lunches, and readings groups.

- Presentations in reading groups is strongly encouraged.
- Participation in departmental extra-curricular activities.

Expectations for Year 2 (MA and PhD):

▪ **Course work and research:**

- Strong performance in course work (see course-related criteria above).
- Demonstration of ability to conduct independent research in the course of Evaluation 1 or MA project. Evidence that feedback has been sought from instructors and responded to appropriately and in a timely manner.
- Demonstration of ability to provide feedback to other students in Graduate Seminar.
- Timely completion of Evaluation 1 or MA project.
- Timely selection of topic and committee for Evaluation 2 (May 15; PhD students only).

▪ **Conference presentations and publications:**

- Second year students typically submit abstracts based on their first evaluation paper to conferences. They are encouraged to present their work at appropriate venues, which include student conferences that encourage the presentation of work in progress (e.g. TOM, MOT, BWTL, ConSOLE).

▪ **Teaching:**

- Second year students who work as TAs are encouraged to take part in the teaching workshops offered by McGill and to seek advice from more senior instructors (both students and faculty members) in the department.

▪ **Departmental activities:**

- Active participation in departmental colloquia, reading groups and bag lunches.
- Presentation in reading groups is strongly encouraged.
- Participation in departmental extra-curricular activities; volunteering for extra-curricular departmental responsibilities.

▪ **Professional development:**

- Set up personal website listing research interests, presentations and publications to ensure visibility.

Expectations for Year 3 (PhD students only):

- **Research:**
 - Timely completion of Evaluation 2 (December 15).
 - Development and submission of thesis proposal (in the Winter term).
 - Seek feedback and respond to it appropriately in a timely manner.
- **Presentations and publications:**
 - Submission of research to high-profile conferences (as always, students should consult with their committee or others about whether their work is ready for presentation; they should also get feedback on their abstracts). Take steps toward publication of Evaluations 1 and 2, ideally submitting them to journals.
- **Teaching:** Further development of teaching skills.
- **Departmental activities:**
 - Active participation in departmental colloquia, reading groups and bag lunches.
 - Participation in departmental extra-curricular activities; volunteering for extra-curricular departmental responsibilities.
- **Professional development:**
 - Update personal website listing research interests, presentations and publications to ensure visibility.

Expectations for Year 4 and 5:

- **Research:**
 - **Thesis:** Continue to work independently, seeking and responding to feedback appropriately and in a timely fashion; timely completion of the steps involved in finishing the dissertation.
 - **Presentations and publications:** Continue to present at conferences and submit research for publication.
- **Teaching:** Gain more experience and develop teaching skills further.
- **Departmental activities:**
 - Participation in departmental extra-curricular activities; volunteering for extra-curricular departmental responsibilities.
- **Professional development:**
 - Continue updating personal website listing research interests, presentations and publications to ensure visibility.

A.2 Self assessment form (optional)

Please fill out this form based on the outline of department expectations, which are listed in Appendix A.1 of the Graduate Student Handbook.

Name:

Program:

Level:

1. Here are some things that I think are going well this year:

2. Here are some things that I think I need to work on:

3. Here is some feedback about my experience in the program:

Appendix B: Guidelines for ethical conduct of research in Linguistics

B.1 Procedures for ethical review of research on human subjects¹⁸

All research in Linguistics involving human subjects must be submitted for ethical review, usually by McGill University's Research Ethics Board II (or Research Ethics Board I in the case of research involving children), and must receive ethical approval before data collection can begin. This applies to research conducted by faculty members, graduate students, and undergraduate students. In the case of research funded by governmental organizations, research funds will not be released to the applicant until ethical approval has been documented. In the case of research relating to a PhD dissertation, the dissertation will not be accepted, and the student will not graduate, until ethical approval is documented. In all cases, approval must be granted before the research is undertaken; it cannot be granted retroactively. Approval is granted on a 3-year basis, but annual renewal is required. The Research Ethics Board will notify applicants when renewal is required.

Individual research carried out by students, whether for a dissertation, a thesis, an independent study, or a class, is treated in the same way as research carried out by faculty members, with the exception that the application needs to be signed by the research supervisor (a faculty member) as well as by the applicant (the student). However, student research that is supervised by a faculty member and constitutes part of that faculty member's research program does not need separate ethical approval if the research program has already received ethical approval, providing the student's research activities do not differ substantially from those that were approved.

In cases where all of the students in a course do a similar or identical research project, a single application for ethical review covering all of the research projects in the course can be submitted by the instructor. In this case, the review will be department-internal, and will be carried out by the department's representative on the Research Ethics Board, except when this representative is the applicant, in which case it will be carried out by the Chair. If the departmental reviewer feels that the application warrants a higher level of scrutiny because of greater than minimal risks to participants, the applicant will be asked to submit the application to the Research Ethics Board for approval. Ethical approval for course-based research is granted on a 3-year basis, provided that the nature of the research does not change in this period.

Application forms for ethical review can be downloaded from the website of the Research Ethics Board:

<http://www.mcgill.ca/researchoffice/compliance/human/>.

The ethics officer is Ms. Lynda McNeil. She can be reached at (514) 398-6831, or lynda.mcneil@mcgill.ca.

¹⁸ See also <http://www.mcgill.ca/gps/policies/research/#human>.

In the case of expedited review (see below), the original plus 2 copies of the completed form should be sent to Ms. McNeil. In the case of full review, the original plus 7 copies of the completed form should be sent.

The Linguistics Department representative on Research Ethics Board II (research with adults) is Prof. Charles Boberg. He can be reached at charles.boberg@mcgill.ca. The Linguistics Department representative on Research Ethics Board III (research with children) is Prof. Heather Goad. She can be reached at heather.goad@mcgill.ca.

B.2 Principles for ethical conduct of research on human subjects

LEVELS OF RISK IN RESEARCH ON HUMAN SUBJECTS

Linguistics, by its nature, depends on gathering linguistic data from speakers of a language, i.e. human subjects. In recent years, researchers, university administrations, and funding agencies have become increasingly attuned to ethical issues arising from this type of research. There is now a consensus that all research on human subjects must meet basic ethical standards, and a process of ethical review has been established.

The need for ethical scrutiny obviously rises in proportion to the potential risks to which participants are exposed. In some studies, for example, participants are asked about potentially embarrassing aspects of their personal lives, exposed to potentially hazardous substances, or required to undergo potentially painful or stressful procedures. In these high-risk cases, extremely strict ethical standards must be applied. The researcher must do everything possible to minimize risks to participants and must justify any unavoidable risks by demonstrating the scientific value of the research. Perhaps most importantly, prospective participants must be made aware of the exact nature of the risks and benefits associated with participation, so that they can make an informed decision about whether they want to participate.

Fortunately, most research in Linguistics does not involve this level of risk, and can be thought of as low-risk. Examples of low-risk research are: asking people for grammaticality judgments; having people read a list of words; or having people indicate their linguistic usage on a written questionnaire. More generally, research in Linguistics can be considered ‘low-risk’ if it meets the following criteria:

1. the participants are a non-vulnerable population (i.e. independent, competent, unimpaired adults);
2. the information being collected is not of a sensitive or potentially private nature, i.e. people would not reasonably be embarrassed by other people knowing about it;
3. the method of gathering data is not physically invasive, or physically, psychologically, or emotionally stressful for the participant.

While low-risk research does not require the same level of ethical review as high-risk research, all research on human subjects in Linguistics is nevertheless subject to ethical review, expedited review in the case of low risk research. (See section B.1 *Department of*

Linguistics Procedures for Ethical Review of Research on Human Subjects for more information on the review process.) All research on human subjects should meet the basic ethical standards set out below.

INFORMED CONSENT

Participants should give their explicit consent to participate in a study, based on adequate knowledge of what is involved in the research, and particularly of the potential risks or benefits associated with participation. Crucially, participants must be competent to give this consent. Minors are not considered independently competent in this respect: studies of children must obtain informed consent from their parents or legal guardians as well as from the children themselves. Research in institutional settings, such as schools, hospitals, or seniors' residences, must be approved by the institution, in addition to getting informed consent from individual participants.

The standard procedure for obtaining informed consent is to have participants read a description of the study and the terms of participation, then sign a form saying that they agree to participate under those terms. A copy of this form is kept on file by the researcher, and the description of the research, along with contact information in case of questions, is left with the participant. Examples of an information letter and consent form are attached.

In many studies, such as quick, on-the-street interviews or casual, spontaneous consultations with native-speakers of a language, obtaining written consent is obviously inappropriate. In these cases, informed consent should be obtained orally. No consent is needed for anonymous observations of people's speech or behaviour in public settings, but people must give their consent if their speech is to be recorded in any way; surreptitious recording is unethical. If you wish to record someone's speech, have them sign a written consent form stating that they agree to be recorded and to have the recording used in whatever manner you specify. It can be assumed that someone speaking in a public medium like radio, television, or film has already given their consent to be recorded; this speech is in the public domain (though it may be subject to copyright law). On the other hand, it *cannot* be assumed that someone who gave their consent to be recorded for one purpose in a *private* domain (e.g., a private meeting) has given their consent for that recording to be used for another purpose. In this case, further informed consent must be obtained.

RIGHT TO WITHDRAW

Participation in research must always be completely voluntary. Every participant always has the right to withdraw from a study at any time, and should be made aware of this right. An investigator should never pressure a participant to continue their involvement in a study, whatever may be the reason for withdrawing.

CONFIDENTIALITY

Most studies provide their participants with a guarantee that their personal or identifying data will be kept confidential. This usually means that only the researcher(s) will know the

participant's identity, and that data will be reported only in aggregate form, i.e., not identifying individual participants. This issue doesn't usually arise under conditions of anonymous participation, but in some cases people can be identified by their voices, or by the things they say, not just by their names, so great care should be taken to ensure anonymity when it is promised. Moreover, participants should be made aware of exactly how their data will be used, and should give explicit written permission for any anticipated breach of confidentiality. If you plan to play a sample of someone's speech for a class or conference presentation, you must obtain their consent to do so.

In some fields, it is common to replace participants' names with codes and destroy audio records once transcriptions have been made. All identifying information is then removed from the transcripts, thereby ensuring anonymity. This is often inappropriate in Linguistics, particularly in the study of phonetic variables, where it is crucial to have a record of *how* someone said something, not just *what* they said. If audio records are to be kept, you should be able to assure participants that they will not be accessible to anyone other than the investigator(s) and that they will be used in a responsible and respectful manner for academic purposes.

COMPENSATION

It is generally considered acceptable to compensate research participants for their time or effort at reasonable rates, ranging from \$5 to \$25 per hour, depending on the difficulty of the task. Nonmonetary compensation is sometimes also offered. Compensation should always be presented as a way to offset disadvantages of participation, such as lost time, inconvenience, or transportation expenses, rather than as payment for services. It should not create an undue incentive to participate that is out of proportion to the disadvantages involved, or induce people to do something that might be against their better judgment. If compensation is provided, the participant should sign a receipt for it. Receipts will be required if compensation funds are to be reimbursed from a research grant.

DECEPTION AND DEBRIEFING

Some studies necessarily involve deception, because effective data collection depends on participants not being aware of what is being studied. Deception should only be practiced when necessary, and only to the necessary extent. If you have any concerns about how people will react when they discover the deception, your research should be submitted for formal ethical review. Low-risk research involves only minimal and innocuous deception.

Once data collection is complete, participants are normally granted the right to be 'debriefed' about deceptive procedures and the nature of the study. This can be accomplished with a printed information sheet, or by talking with each participant and offering to answer any questions they may have about the study.

COMMUNICATION OF RESULTS

Participants are normally granted the right to receive basic information on the results of the study once these are available.

SAMPLES OF WRITTEN INFORMATION AND CONSENT MATERIALS

On the following pages, you will find samples of an information letter and consent form that might be used with a wide range of research projects in Linguistics. The particular details of your research project can be inserted at the points where capital letters are enclosed by square brackets. Depending on the nature of your project, some parts of these materials may not be suitable, and should be eliminated or replaced.

B.3 Sample information letter for student research with human subjects in Linguistics

[DATE]

To Prospective Participants:

I am a graduate student in Linguistics at McGill University (Montreal, Canada). I am conducting research for one of my courses, under the supervision of Dr. [FACULTY MEMBER], the course instructor. I would like to ask you to participate in my research.

My study, entitled [TITLE], examines [BRIEF DESCRIPTION OF STUDY].

Participants in my study will be asked to [PROCEDURES].

The data I collect will be [EXPLANATION OF ANALYSIS, USE, AND STORAGE OF DATA].

(Normally:) Your identity as a participant will remain confidential, and your name will never be publicly associated with the data you provide in oral or written presentations of my study. Data will be reported only in aggregate form. Individual participants will not be identified (or will be identified only by codes).

(Optional): Participants will be compensated for their time with [COMPENSATION]. If you wish to participate in this study, please read the consent form that accompanies this letter. If you accept the terms it sets forth and still wish to participate, please sign the form and return it to me.

If you have any questions or concerns about your participation or about my study, please feel free to contact me at (TEL. NO., E-MAIL ADDRESS), or my supervisor at (TEL. NO., EMAIL ADDRESS). In case of a problem that you feel cannot be addressed by me or my supervisor, you may also contact McGill University's Research Ethics Officer, Ms. Lynda McNeil, at (514) 398-6831, or lynda.mcneil@mcgill.ca.

Thank you for your time.

Sincerely,
[SIGNATURE]

[NAME]
Principal Investigator.

NOTE TO STUDENT: some instructors prefer that this letter come from them. Consult your instructor about this.

B.4 Sample consent form for student research with human subjects in Linguistics

STATEMENT OF INFORMED CONSENT TO PARTICIPATE IN RESEARCH

I, the undersigned, understand the following:

- that I am about to participate in a study entitled [TITLE], which is being conducted by [NAME] at the Linguistics Department of McGill University, and that the purpose of this research is to investigate [SUBJECT].
- that my participation in this study will entail [PROCEDURES, including any recording that is to be made].
- that my participation in this study is voluntary, and that no penalty or disadvantage will accrue to me for non-participation, nor any benefit for participation, (optional:) except that I will be paid [AMOUNT] in compensation for my time.
- that I may withdraw from the study at any time, and may refuse to answer any question I am asked.
- that I may participate anonymously or under a pseudonym, and will not be asked my name during the interview. No record will be kept of my name if I wish to remain anonymous.
- that even if anonymity is not important to me and I give my name to the investigator, my name will never be revealed in written or oral presentations of the study, and will never be associated publicly with any data from my interview.

(If a recording is made:)

- that portions of my interview may be played in linguistics classes or conference presentations, or transcribed in written reports, for demonstration purposes connected with linguistic analysis.
- that additional copies of my interview tape may be made for back-up purposes.
- that the original tape and all copies of it will be accessible only to [INVESTIGATOR(S)], will be used only for linguistic analysis (including in presentations as mentioned above), and will be kept in [LOCATION], which is locked when [INVESTIGATOR(S)] is/are not present.
- that I may contact [NAME] at [CONTACT INFO] if I have any questions or concerns relating to this project or to my participation in it.

By signing below, I certify that I have read and understood the foregoing terms and conditions, and that I agree to participate, in accordance with them, in the above-named study.

PARTICIPANT SIGNATURE

DATE

INVESTIGATOR SIGNATURE

DATE

Appendix C: Department of Linguistics Conference travel funding application form

Please tick the appropriate deadline:

- ☐ October 15 (for travel between November and February inclusive)
- ☐ February 15 (for travel between March and June inclusive)
- ☐ June 15 (for travel between July and October inclusive)

You must apply for the award in advance of your travel.

PERSONAL INFORMATION

Name (Last / First):	Student ID #:	Current academic status (e.g. U3, MA1, PhD2)
Email:	Conference name, location and dates	
Title of paper		

Please answer the following:

- Has the paper previously been presented or will it be presented elsewhere (under the same or a different title)? No / Yes
- How many conferences have you presented at in the current academic year? _____
- Is this a multi-authored paper? If so, list your co-authors and indicate the principal author.
No / Yes Co-authors:
- Do you have other sources of (partial) funding? If so, please give the source and the amount.
No / Yes Source and amount:
- Did you apply to Arts/CRBLM? (If you are not eligible, please explain.)
No / Yes Explanation:

Budget:

- Airfare or other travel: \$
- Accommodation: \$
- Conference registration: \$
- Meals: \$
- Total: \$

Please attach the following:

- Abstract
- Confirmation of paper acceptance (if available)
- List of your conference presentations and publications